DOCUMENT RESUME

ED 308 210 TM 013 427

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TITLE The Development and Validation of an Instrument to Measure Counseling Supervisor Focus and Style.
PUB DATE Mar 89
NOTE 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Counselor Educators; *Counselor Training; *Measures (Individuals); *Personality Measures; *Supervisors; Supervisory Methods; *Test Construction; Test Validity
IDENTIFIERS *Counselor Supervisors; *Supervisor Subordinate Relationship

ABSTRACT

An instrument was developed to assess the extent to which a supervisor might use a given focus or use a certain style with a counseling trainee. The development of the instrument began with a brainstormed list of items that would represent elements of the discrimination model for supervision proposed by J. M. Bernard (1979). These elements represented divisions of the focus and style dimensions of the model. The generated items were revised to form an instrument. To assess the reliability and validity of the subscales, a set of nine written supervision vignettes was developed and tested with 63 practicing supervisors, each of whom read one vignette (groups of seven supervisors each were randomly assigned to review the nine vignettes). Results illustrate the substantial reliability of the focus and style measures. Evidence for validity was less clear, but still adequate. The general personality-oriented scales were relatively unrelated to the supervisory subscales, suggesting that general personality orientation cannot explain an experienced supervisor's reactions to a supervisee. Data also show that the choice of a supervisory style or focus is not a simple and straightforward decision. The new instrument appears to have promise as a tool to investigate the supervisor's reaction to a variety of characteristics of the trainee. Four tables and one figure present study data. Four of the sample vignettes and the questionnaire are appended. (SLD)

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The Development and Validation of an Instrument to Measure Counseling Supervisor Focus and Style

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A Paper Presented at the Annual Meeting of the American Educational Research Association

San Francisco, CA

March, 1989

TM013427

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The Development and Validation of an Instrument to Measure Counseling Supervisor Focus and Style

Counseling supervision has received increasing attention over the past several years in the literature. A number of supervision models have been described. Although not inclusive of all the models, the ways of understanding supervision have included contribution from Boyd (1978) [describing psychotherapeutic, behavioral, and integrative models], Bernard (1979) [the discrimination model of supervision training], Curtis and Yager (1982) [systems supervision], Hart (1982) [personal growth, skill development, and integration models], Littrell, Lee-Borden, and Lorenz (1979) [a developmental model including counseling, teaching, consultation, and self-supervision], Loganbill, Hardy and Delworth (1982) [a complex developmental model of various supervisory issues with the stages of stagnation, confusion, and integration tied to each issue], Stoltenberg (1981) [a developmental model including dependence on the supervisor, dependency/autonomy conflict, conditional dependency, and, finally, a "master counselor"], Stoltenberg and Delworth (1987) [a textbook describing developmental supervision], and Yager and Littrell (1978) [teaching, therapeutic, Interpersonal Process Recall, self-supervision, and consultation models].

At the risk of being simplistic, these various approaches to understanding (and teaching) supervision may be summarized in the following manner. Unlike earlier thinking on supervision, the

process of developing competent counselors is more complex than merely counseling a trainee using the same skills that one would employ in counseling a client (c.f., Boyd, 1978; Yager & Littrell, 1978). A Rogerian supervisor, then, does not just use Rogerian facilitative conditions to accomplish the learning goals of supervision. Instead, supervision involves (a) teaching cognitive material and reviewing conceptualizations, (b) using counseling skills to promote supervisee personal awareness and understanding, and (c) exchanging of ideas and approaches while combining consultation with mutual learning as a product for both supervisor and supervisee on a collegial level.

Beyond this relatively simple conceptual understanding of the varying styles of supervision, recent supervision writing (e.g., Littrell, Lee-Borden, & Lorenz, 1979; Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981; Stoltenberg & Delworth, 1987) has stressed that supervision occurs within a developmental perspective -- the beginning supervisee is looking for (and needing) much more cognitive instruction on basic issues; the very experienced supervisee is likely to desire a collaborative relationship which may look at very complex and difficult issues (e.g., professional ethics and values).

In addition to the theoretical models of supervision described above, a second aspect of supervision has received somewhat less attention recently: the on-going assessment and evaluation of supervision. As Stoltenberg and Delworth (1987)

have stated, on-going (formative) evaluations by the supervisor assume "a critical role because we must alter our approach to supervision to fit the needs of the trainee (p. 111)." Nonetheless, there has been relatively little documentation that supervisors do, in fact, alter their supervisory focus and style according to the specific needs of the supervisee. Logically, what Bernard (1979) suggests in her paper is unarguable:

> the supervisor needs (a) a range of role alternatives, (b) a framework in which to fit counseling functions, and (c) guidelines for determining supervision goals and approaches. (p. 67)

Although logically unassailable, is Bernard's idea applied in the actual practice of supervision? This appears to be unclear. In a similar fashion, Stoltenberg and Delworth (1987) have suggested:

> The complex view that a trainee can be at various levels for various domains [of development and learning] demands accurate assessment across domains. It is an error for the supervisor to assume constancy across domains, and the risk of providing inappropriate environments is increased if one makes such an assumption. It is quite likely that a given supervisor will work with a trainee across a number of domains and, therefore, must be sensitive to the need to behave differently depending upon the particular focus of supervision at a given point in time. (p. 112-113)

Thus, we should expect to observe supervisors responding differently to a variety of situations presented by the supervisee. For example, a more experienced supervisee should receive a different form of supervision than a student trainee who has recently completed pre-practicum. The hypothesis represented in the previous sentence (and many other similar hypotheses about supervision) cannot be tested, however, without an instrument to assess the extent to which a supervisor might use a given focus or employ a certain style with a trainee.

The creation of such an assessment measure was the primary direction of the research described in this paper. A scale was developed to assess supervisory performance on a number of dimensions. Although a variety of related instruments exist (e.g., Friedlander & Ward, 1984 -- supervision styles; Heppner & Roehlke, 1984 -- supervisory impact; Lanning, 1986 -- supervisory emphasis; Miars, Tracey, Ray, Cornfield, O'Farrell, & Gelso, 1983 -- supervisory environments; Worthington & Roehlke, 1979 -- frequency of occurrence of supervisory behaviors), this new assessment tool was the first designed to assess directly <u>each</u> of the elements in Bernard's (1979) discrimination model of supervision: both the focus of supervision and the style of the supervisor. Subscales were developed to measure the supervisor's focus of attention during supervision (i.e., the <u>process</u> skills relevant to the supervisee's counseling sessions, the supervisee's <u>conceptualization</u> of the counseling, and/or the

personalization of the supervisee's learning) and the supervisor's style of interaction with the supervisee (i.e., teaching, counseling, and/or consulting).

Bernard's (1979) discrimination model for supervision suggested that there are at least nine distinct approaches that a supervisor might implement within any supervision session. These nine approaches are created by the intersection of a supervisor's decisions to pursue a supervisory session from within any of the three possible choices in the two distinct areas of functioning described above: focus and style.

Methods

The development of the supervision instrument began with a brainstormed list of items that would represent elements of each of the three divisions of both the focus and style dimensions of Bernard's model. Table 1 contains the initial definitions of each specific subscale. The items generated through brainstorming were revised, through discussion among the researchers, until there were seven items per subscale.

An additional instrument was developed to assess, within six questions per scale, the three primary needs that Shutz (1958) had proposed as influencing behavior: the need for affection, the need for inclusion, and the need for control. These brief personality-oriented subscales were introduced into the final questionnaire to allow the research to address personality as a possible alternative explanations for supervisors' selection of

either focus or style. In other words, these measures might help to assess if the behavior of the counselor and the situation described in supervision might be less influential than such basic, underlying, dimensions as the supervisor's need for affection, inclusion, or control.

To assess the reliability and validity of the subscales, a set of nine, written supervision vignettes was developed. Each of the nine vignettes represented a description of a supervisee in a way that might make it likely that a specific combination (an intersection of the one of the three supervisory foci with one of the three supervisory styles) of focus and style would, hopefully, be elicited within the reader (i.e., an experienced supervisor reading the vignette). For example, one vignette (See Appendix A) described a supervisee who appeared to have a good understanding of the client (thus, <u>not</u> likely to need a focus on conceptualization) and who also seemed aware of the impact of the counselor/client relationship on the progress of counseling (therefore, <u>not</u> in need of a personalization focus). The described supervisee, however, seemed to be limited in the implementation of a variety of counseling process skills. Logically, this observation would seem to elicit a supervisory focus on process.

Similarly, the vignettes provided indirect information that might have led an experienced supervisor to be more or less likely to respond in a teaching or counseling or consulting style

to the described supervisee. Appendix A, again, also includes descriptions of the supervisor's thinking that might be likely to lead to teaching supervisory style. Three other examples of the vignettes are included in Appendices B, C, and D.

Subjects

Sixty-three practicing supervisors were solicited to participate in the study. Seven supervisors were assigned in a random fashion to review each of the nine vignettes. Each individual read only one vignette and responded to the supervision scale with indications as to how they might have dealt with the counselor described in their next supervision session. The average age of the sample of supervisors was 42.4 years. There were 34 men and 29 women involved. Ninety-four percent were white; five percent Black; and one percent Oriental. Eight percent held only a bachelor's degree; sixty-nine percent were masters degree holders; and seven percent had obtained a doctorate. The mean length of supervisory experience was 7.8 years. Over seventy percent of the sample were presently seeing four or fewer supervisees for an average supervision meeting of 70.2 minutes per week. Supervisors reported that their supervisees averaged just over 3 years of counseling experience. Half of the sample (31 individuals) indicated that they had completed a course in supervision as part of their training.

Results

Internal Consistency Reliabilities

The internal consistency reliabilities (Cronbach's alphas) for the six focus and style subscales were within a range acceptable for purposes of group research: Process Focus (.78), Conceptualization Focus (.81), Personalization Focus (.76), Teaching Style (.63), Counseling Style (.71), and Consulting Style (.56). The three personality assessments, however, were not as consistent. Their alpha reliabilities were calculated as follows: Need for Affiliation (.47), Need for Inclusion (.75), and Need for Control (.30).

Correlational Analysis

Table 2 includes data relevant to the intercorrelations among the measures. A further analysis on these data yielded the pattern of relationship illustrated in Figure 1. This secondary analysis derives "average linkage clusters" for the set of scales. Inspection of Figure 1 indicates strong relationships between the Conceptualization Focus and Teaching Style scales (.66) and between the Personalization Focus and Counseling Style scales (.66). Additionally, there seem to be fairly strong relationships among the entire set of focus and style scales, but very little relationship between the supervisor's selections of focus and style and the supervisor's personality factors (the average correlation or linkage for these two groups was .11). The Need for Control Personality Scale, which had a reliability

of only .30, was, not unexpectedly, found to be essentially unrelated to any of the remaining scales.

Analyses of Variance

In assessment of the validity of the scales, one would not expect that supervisors reading different vignettes should score similarly on the focus and style subscales. Since the design of the vignettes was to make the differences between supervisees as blatant as possible (See Appendices A - D), it was expected that the experienced supervisors responding to this questionnaire would react differentially depending upon the specific description given in the vignette that they had reviewed.

In fact, differential responding did appear to have taken place. However, the responses were not as simple and as straightforward as one might have hoped. For example, supervisors who read a vignette designed to elicit a process focus of supervision did not necessarily demonstrate a much heavier preference for higher "process scale scores."

A multivariate analysis of covariance test using all six subscales and the three personality measures as covariates was run on the data collected for this study. Although the three predictor variables (as a package) were only significantly related to the conceptualization subscale (as an individual scale), the group of covariates were significantly related to the set of dependent variables [F (18,134) = 1.82, $p < .03$]. Thus, the analysis of covariance appeared to be appropriate.

Table 3 contains the summary of the multivariate analysis of covariance (MANCOVA). Of the three factors in the multivariate design, only the interaction was found to be significant. To investigate further the significance found in the interaction, the univariate analyses were examined. These results are contained in Table 4. Inspection of Table 4 indicates that all significant effects occurred in the Supervisory Focus Subscales. The adjusted means for these analyses are reported in Table 5. Although these interactions are somewhat difficult to comprehend fully, it can certainly be determined from the table of means that a vignette designed to elicit a simple, straightforward response such as a "teaching style" is not reacted to in any simple manner. The highest scores, for example, on the Supervisory focus subscale on Process was in response to the vignette that described a "personalization/teaching" situation. This same vignette (i.e., personalization/teaching) simulated supervisors to respond with their highest scores on the Conceptualization Subscale.

Two of the significant results that made direct logical sense were:

1. The "Personalization/counseling" vignette was reacted to with the lowest scores on the Conceptualization Subscale (i.e., discussing one's understanding of the client's development of concerns does <u>not</u> seem highly appropriate when the presenting issues are the counselor's lack of

awareness of personal impact and the likely existence of some "underlying personal dynamics" in the counselor.

2. The "Process/Counseling" vignette received the highest indication from supervisors regarding their likely use of personalization approaches. Apparently when a supervisee is not using counseling skills in the manner expected and when that same supervisee seems to have an "underlying personal" issue, supervisors are likely to pursue discussion of one's personal impact on the on-going counseling.

Discussion

Initially, prior to discussion of the results, we must acknowledge the major limitation of this type of research. As Stoltenberg and Delworth (1987) have stated:

> In some supervision research the supervisor is asked to do self-evaluations of his or her behavior in supervision sessions. A typical format is to provide the supervisor with a general description of a prototypical trainee and then have the supervisor respond to a questionnaire or open-ended items regarding the particular approach and techniques that he or she would use in working with the trainee. While this research is helpful in assessing supervisor attitudes regarding the training process, it assumes that the supervisor's actual behavior will match his or her responses. This assumption is, at best, tenuous. (p. 114-115)

Added to Stoltenberg and Delworth's caution is potential criticism of the written vignettes themselves (e.g., someone could argue that these vignettes do not clearly elicit the foci and styles that they were designed to address). Despite attempts to make our manipulations of these vignettes as direct and overt as possible, it well might be that participants in the study did not perceive these in the same manner that the researchers had hoped they would.

Despite such legitimate criticisms, this study has served to provide substantial reliability data for a new supervision instrument designed to measure the supervisor's preferred focus and style with a given supervisee. The reliabilities of the Supervisory Focus and Style Subscales ranged from a low of .57 on the Consulting subscale to a high of .81 on the Conceptualization subscale. These results are consistent with the subjective experience of the researchers who encountered much greater difficulty in defining seven questions relating to a Consulting Supervision Style than they had in defining any of the remaining five subscales.

Although less clear than the reliability evidence, there also appears to be validity for this instrument (i.e., at least for those parts of the instrument of primary relevance to supervision -- the personality aspects of the measure proved unreliable and, therefore, invalid). First of all, the five researchers have carefully reviewed the content of the scales

repeatedly, and we now agree that the scales are content valid. Furthermore, although discriminant validity between subscales could certainly be better (i.e., there could have been much lower intercorrelations among measures), the coefficients of correlations between scales generally tended to range in the mid .50s. The finding that the Conceptualization Scale and the Teaching Scale were very highly correlated provides some construct validity because it anticipated given the nature of the two scales. A similar argument applies to the high correlation between the Personalization and Counseling Scales.

One of the most positive aspects of the collected data was that the general personality-oriented scales were relatively unrelated to any of the supervisory subscales. Although this conclusion needs to be made very tentatively given the low reliabilities of the personality measures, it seems likely that a general personality orientation cannot explain an experienced supervisor's expected reactions to a supervisee.

On the other hand, these data clearly demonstrate that the choice of a supervisory focus or style is not a simple and straightforward decision. Were that the case, whatever focus or style was elicited by the vignettes would have been the highest scoring subscale of the Supervisor Instrument. Instead, relatively complex combinations of eliciting stimuli led to the selection of favored foci and styles. This finding will, of course, not be surprising to those experienced in supervision of

counselors. The complex combination of factors that lead to any given supervision decision is difficult to identify even as it happens in a supervisory interview. Although we may within a three hour period see three supervisee with very similar backgrounds and experience, it is not at all uncommon to end the third interview realizing that the three supervision sessions had essentially nothing in common with one another. In one, perhaps, we listened to an audiotape and critiqued the supervisee's performance. In the next, we role-played a difficult client. In the third, we may have spent the entire hour talking about a recent personal crisis in the life of the supervisee. We believe that the result indicating significant and complex interactions in this investigation is characteristic of actual supervision.

Since half of the 63 supervisors who participated in this study had completed a course on supervision, a secondary analysis of the data was carried out to determine if those with supervision training had responded in any differently than those without such training. T-tests comparing the two groups on all six supervisory variables yielded no significant differences between groups. Although this lack of significance at first seems surprising, it may well be that the experience of having had a supervision course put some of the younger supervisors (many of whom had recently taken a doctoral class on supervision at the university) "on equal footing" with those who had not taken a course but who may have had a larger number of years of

supervisory experience.

Summary

Since counseling supervision is likely the be the time when counselors learn their most important and lasting lessons, continued efforts to research this field must be made. Past research in supervision has been slowed, at least to some extent, by a relative lack of good research instruments. This new supervision instrument appears to have promise as a tool to investigate further the supervisor's reactions to a variety of supervisee characteristics including: age, length of experience, developmental stage as a counselor trainee, sex, race, and theoretical orientation. Such studies could be devised to be carried out with live role-plays or, as with the present investigation, through analogues such as supervisee vignettes.

Furthermore, the Supervisory Focus and Style Instrument could also be effectively applied to address even more fundamental issues in supervision. These issues relate to the impact of certain foci and styles upon the learning of supervisees and the effectiveness of these supervisees in helping their clients change.

Table 1

Brief explanatory descriptions of the six subscales of the Supervisory Focus and Style Measure

Supervisory Focus Subscales

Process - a supervisor's focus on the counselor and client relationship; the basic counseling skills involved in building trust and openness within the client; appropriate uses of counseling techniques

Conceptualization - a supervisor's focus on issues related to the counselor's understanding of the client; identification and discussion of client themes; formulating hypotheses of client behaviors and concerns; theoretical explanations of the client's worries

Personalization - a supervisor's focus on the counselor's inner thoughts and feelings; recognition of one's personal impact on the client and on the progress of counseling; personal limitations such as willingness to disclose, to take risks, or to tolerate anxiety

Supervisory Style Subscales

Teaching - a supervisory style that makes the assumption that there is some specific skills or a specific set of information that the counselor needs to learn and the best manner to convey this information is to teach it directly

Counseling - a supervisory style that directly employs counseling skills in the supervision relationship; the supervisor attends to the counselor in the same manner as one might attend to a client, with discussion of dynamics, feelings, fantasies, etc.

Consultation - a supervisory style in which a peer-to-peer relationship is emphasized between supervisor and counselor; choice of topic of discussion is mutually decided as is the method by which the discussion will continue

Table 2

Intercorrelation matrix among all measures

	Affect.	Inclusn.	Control	Process	Cncptl.	Prsnl.	Tching.	Cnseling.	Cnslting.
Affection	1.00								
Inclusion	.26	1.00							
Control	.08	.01	1.00						
Process	-.15	.04	-.07	1.00					
Concptlztn.	.01	.34	.16	.64	1.00				
Persnlztn.	.06	-.01	-.001	.59	.34	1.00			
Teaching	.18	.25	.13	.58	.69	.40	1.00		
Counseling	.17	.01	-.17	.58	.22	.66	.34	1.00	
Consultation	.19	.18	-.14	.56	.53	.54	.66	.57	1.00

NOTE: All correlations greater than .22 are significant at $p < .05$

Table 3

Summary of the Multivariate Analysis of Covariance -- "Elicited" Focus and Style as Independent Variables and Supervisors' Report of Focus (Process, Conceptualization, and Personalization) and Style (Teaching, Counseling, and Consulting) as Dependent Measures

Source	d.f.	F	p <
Elicited Focus (F)	12, 92	1.49	.14
Elicited Style (S)	12, 92	1.78	.06
F x S Interaction	24, 162	1.78	.03

Table 4

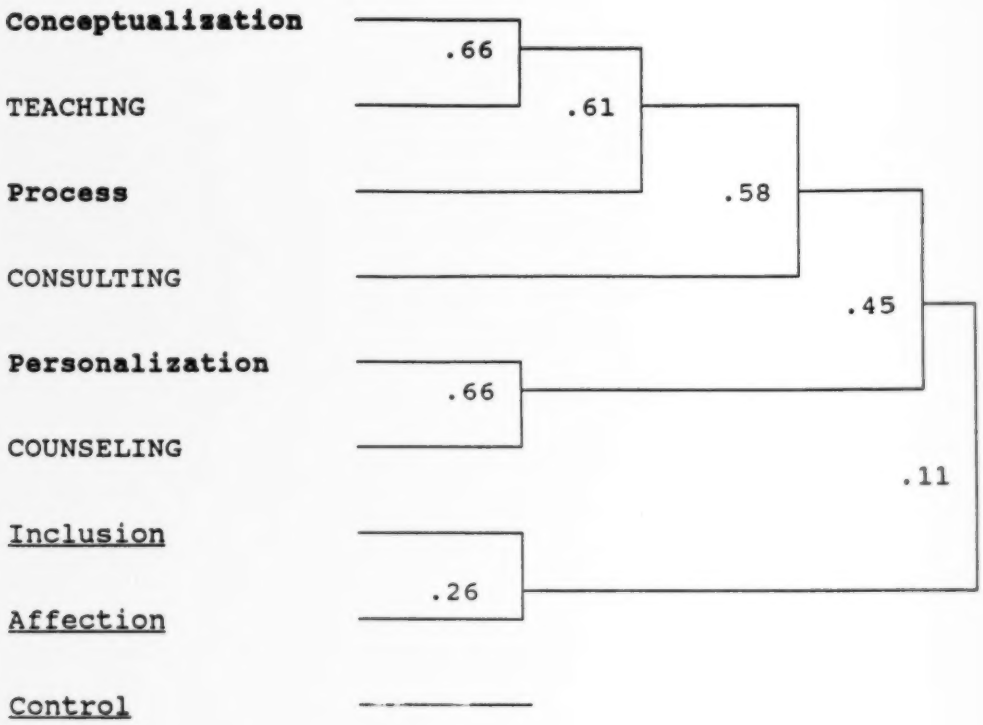
Univariate Tests for Individual Scales on the Interaction Analysis (Elicited Focus by Elicited Style)

Variable	Hypothesis MS	Error MS	*F* Value	*p* <
Process	38.12	8.22	4.64	.003
Conceptualization	21.80	7.74	2.82	.04
Personalization	29.67	8.64	3.43	.02
Teaching	13.05	7.10	1.84	.14
Counseling	9.89	8.60	1.14	.34
Consulting	8.77	6.47	1.36	.26

Table 5

Means (Adjusted for Covariates) of Significant Univariates on the Focus by Style Interaction

Process Scale		Conceptualization Scale		Personalization Scale	
Process		Process		Process	
Teaching	19.21	Teaching	22.39	Teaching	21.17
Counseling	24.20	Counseling	23.54	Counseling	25.94
Consulting	21.14	Consulting	20.77	Consulting	20.27
Conceptualization		Conceptualization		Conceptualization	
Teaching	21.65	Teaching	22.77	Teaching	20.48
Counseling	23.12	Counseling	22.72	Counseling	23.52
Consulting	21.00	Consulting	21.11	Consulting	21.95
Personalization		Personalization		Personalization	
Teaching	26.27	Teaching	24.72	Teaching	23.81
Counseling	21.33	Counseling	19.51	Counseling	22.09
Consulting	24.67	Consulting	23.15	Consulting	24.60



Supervisory Focus Scales:

Process, Conceptualization, Personalization

Supervisory Style Scales:

TEACHING, COUNSELING, CONSULTING

Supervisory Personality Scales:

Inclusion, Affection, Control

Figure 1. Average linkage cluster analysis for focus, style, and personality scales

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Appendix A

Sample Supervision Vignette A

A Counselor who might be expected
to elicit a
Process Focus and a Teaching Style

Supervision Vignette A

Your supervisee has received a bachelors degree in the social sciences with an emphasis on psychology and education. After working three years as a teacher, your supervisee returned to school and enrolled in a master's degree program in counseling. At this point, the supervisee has completed courses in principles of counseling, counseling theories, and interviewing skills. Currently, your supervisee is enrolled in a practicum and is seeing clients through a local agency. Your supervisee is using supervision to meet the counseling program's requirements for the practicum. You and the supervisee have been meeting regularly for supervision for three months. In the last week you had the opportunity to observe the supervisee's counseling while making a videotape of the counseling session. Now, you and the supervisee are meeting for supervision and have begun to talk about the case you had observed. Your supervisee says:

> "I've been thinking a lot about the client I was working with when you observed me last week. I think I'm having difficulty moving beyond the establishment of a working relationship with this client. The client seems to be reluctant to go beyond merely talking with me. Even though we have met for three sessions together, I cannot see that the client has begun to move in any concrete areas."

Your thinking about this supervisee addresses a number of issues. First of all, the supervisee has consistently demonstrated an ability to learn quickly and to listen well. Your supervisee is generally very responsive to new ideas and suggestions that might enhance counseling effectiveness. Furthermore, you recognize that the supervisee has demonstrated (during counseling sessions with many clients) the ability to use a variety of counseling process skills. Nonetheless, at this time, the supervisee seems to have been using only reflective and understanding responses. On the other hand, the supervisee has indicated a good understanding of the client and has demonstrated "on-target" clinical judgment. Finally, the supervisee does seem aware of the impact of the counselor/client relationship on the progress of counseling.

You are sure that the supervisee has basic counseling skills, but you are somewhat unsure if the supervisee has the advanced skills needed to move the client into possible strategies for change and growth in counseling. You speculate that the supervisee's difficulties have nothing to do with any underlying personal dynamics. Various specific counseling strategies that would address the supervisee's difficulties might be worth exploration.

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Appendix B

Sample Supervision Vignette B

A Counselor who might be expected
to elicit a
Conceptualization Focus and a Counseling Style

Supervision Vignette B

Your supervisee has received a bachelors degree in the social sciences with an emphasis on psychology and education. After working three years as a teacher, your supervisee returned to school and enrolled in a master's degree program in counseling. At this point, the supervisee has completed courses in principles of counseling, counseling theories, and interviewing skills. Currently, your supervisee is enrolled in a practicum and is seeing clients through a local agency. Your supervisee is using supervision to meet the counseling program's requirements for the practicum. You and the supervisee have been meeting regularly for supervision for three months. In the last week you had the opportunity to observe the supervisee's counseling while making a videotape of the counseling session. Now, you and the supervisee are meeting for supervision and have begun to talk about the case you had observed. Your supervisee says:

> "I've been thinking a lot about the client I was working with when you observed me last week. I think I'm having difficulty moving beyond the establishment of a working relationship with this client. The client seems to be reluctant to go beyond merely talking with me. Even though we have met for three sessions together, I cannot see that the client has begun to move in any concrete areas."

Your thinking about this supervisee addresses a number of issues. First of all, the supervisee has consistently demonstrated an ability to learn quickly and to listen well. Your supervisee is generally very responsive to new ideas and suggestions that might enhance counseling effectiveness. Furthermore, you recognize that the supervisee has demonstrated (during counseling sessions with many clients) the ability to use a variety of counseling process skills. With this specific client, the supervisee seems to have been using appropriate reflective and understanding responses. However, the supervisee has not indicated a good understanding of the client. Essentially, your impression has been that the supervisee's clinical judgment with this client has been lacking. Despite some lack of understanding of the client's past history and development, however, the supervisee does seem aware of the impact of the counselor/client relationship on the progress of counseling.

Since you are sure that the supervisee has the basic skills necessary to deal effectively with this client, you speculate that what may be at issue is some kind of underlying personal dynamic that the supervisee has not yet identified. Whatever this personal issue may be, you feel it might be worth discussing.

. . .

Appendix C

Sample Supervision Vignette C

A Counselor who might be expected

to elicit a

Personalization Focus and a Consultation Style

Supervision Vignette C

Your supervisee has received a bachelors degree in the social sciences with an emphasis on psychology and education. After working three years as a teacher, your supervisee returned to school and enrolled in a master's degree program in counseling. At this point, the supervisee has completed courses in principles of counseling, counseling theories, and interviewing skills. Currently, your supervisee is enrolled in a practicum and is seeing clients through a local agency. Your supervisee is using supervision to meet the counseling program's requirements for the practicum. You and the supervisee have been meeting regularly for supervision for three months. In the last week you had the opportunity to observe the supervisee's counseling while making a videotape of the counseling session. Now, you and the supervisee are meeting for supervision and have begun to talk about the case you had observed. Your supervisee says:

> "I've been thinking a lot about the client I was working with when you observed me last week. I think I'm having difficulty moving beyond the establishment of a working relationship with this client. The client seems to be reluctant to go beyond merely talking with me. Even though we have met for three sessions together, I cannot see that the client has begun to move in any concrete areas."

Your thinking about this supervisee addresses a number of issues. First of all, the supervisee has consistently demonstrated an ability to learn quickly and to listen well. Your supervisee is generally very responsive to new ideas and suggestions that might enhance counseling effectiveness. Furthermore, you recognize that the supervisee has demonstrated (during counseling sessions with many clients) the ability to use a variety of counseling process skills. With this specific client, the supervisee seems to have been using appropriate reflective and understanding responses. Additionally, the supervisee has indicated a good understanding of the client and has demonstrated "on-target" clinical judgment. What does seem of particular interest to you, however, is that the supervisee doesn't seem aware of the impact of the counselor/client relationship on the progress of counseling. There are aspects of the interpersonal relationship between the supervisee and client that appear to be affecting the on-going counseling, and the supervisee does not seem to be in touch with these issues.

You are sure that the supervisee has the basic skills necessary to deal effectively with this client. You also are fairly certain that the supervisee's difficulties have nothing to do with any underlying personal dynamics. Your immediate impression is that a good discussion and mutual brainstorming session with the supervisee may generate ideas equal to or better than any that you might generate totally on your own.

. . .

Appendix D

Sample Supervision Vignette D

A Counselor who might be expected

to elicit a

Process Focus and a Counseling Style

Supervision Vignette D

Your supervisee has received a bachelors degree in the social sciences with an emphasis on psychology and education. After working three years as a teacher, your supervisee returned to school and enrolled in a master's degree program in counseling. At this point, the supervisee has completed courses in principles of counseling, counseling theories, and interviewing skills. Currently, your supervisee is enrolled in a practicum and is seeing clients through a local agency. Your supervisee is using supervision to meet the counseling program's requirements for the practicum. You and the supervisee have been meeting regularly for supervision for three months. In the last week you had the opportunity to observe the supervisee's counseling while making a videotape of the counseling session. Now, you and the supervisee are meeting for supervision and have begun to talk about the case you had observed. Your supervisee says:

> "I've been thinking a lot about the client I was working with when you observed me last week. I think I'm having difficulty moving beyond the establishment of a working relationship with this client. The client seems to be reluctant to go beyond merely talking with me. Even though we have met for three sessions together, I cannot see that the client has begun to move in any concrete areas."

Your thinking about this supervisee addresses a number of issues. First of all, the supervisee has consistently demonstrated an ability to learn quickly and to listen well. Your supervisee is generally very responsive to new ideas and suggestions that might enhance counseling effectiveness. Furthermore, you recognize that the supervisee has demonstrated (during counseling sessions with many clients) the ability to use a variety of counseling process skills. Nonetheless, at this time, the supervisee seems to have been using only reflective and understanding responses. On the other hand, the supervisee has indicated a good understanding of the client and has demonstrated "on-target" clinical judgment. Finally, the supervisee does seem aware of the impact of the counselor/client relationship on the progress of counseling.

Since you are sure that the supervisee has the basic skills necessary to deal effectively with this client, you speculate that what may be at issue is some kind of underlying personal dynamic that the supervisee has not yet identified. Whatever this personal issue may be, you feel it might be worth discussing.

. . .

Appendix E

The Supervisory Focus and Style Questionnaire

Subscale Items have been identified
[[in brackets]] after each question.

Personality Subscales

AFFECTION = Affection Needs expressed or desired
INCLUSION = Inclusion Needs expressed or desired
CONTROL = Control Needs expressed or desired

Supervisory Focus Subscales

PROCESS = Supervisor focus on process skills and issues
CONCEPTUALIZATION = Supervisor focus on conceptualizing the concerns of the client
PERSONALIZATION = Supervisor focus on the personal issues of the counselor, as these relate to counseling

Supervisory Style Subscales

TEACHING = Supervisory style is didactic/instructional
COUNSELING = Supervisory style is therapeutic/experiential
CONSULTATION = Supervisory style is collegial/peer-to-peer

SUPERVISION QUESTIONNAIRE

Part I - Attributes of the Supervisor

DIRECTIONS: Please read each of the items in this questionnaire carefully. Taking into account the specific characteristics (e.g., background and training) of the counselor described in the short vignette you have just read, indicate your level of agreement with each statement below. Use the following scale to respond to each item:

1 -- Strongly Agree (SA)
2 -- Agree (A)
3 -- Disagree (D)
4 -- Strongly Disagree (SD)

		SA	A	D	SD
1.	I would be friendly with the supervisee. [[AFFECTION]]	1	2	3	4
2.	I would like my supervisee to maintain a professional distance during supervision. [[AFFECTION]]	1	2	3	4
3.	I would like the supervisee to invite me to join in informal discussions. [[INCLUSION]]	1	2	3	4
4.	I would decide what topics to discuss during supervision. [[CONTROL]]	1	2	3	4
5.	I would like my supervisee to feel comfortable to confide in me regarding personal concerns and issues. [[AFFECTION]]	1	2	3	4
6.	I would like to be asked to help with the supervisee's educational development. [[INCLUSION]]	1	2	3	4
7.	I would make strong attempts to influence the supervisee's case conceptualization and the choice of counseling strategies. [[CONTROL]]	1	2	3	4
8.	I would disclose issues of a deeply personal nature with my supervisee. [[AFFECTION]]	1	2	3	4
9.	I would allow the supervisee to evaluate the effectiveness of the on-going counseling sessions. [[CONTROL]]	1	2	3	4
10.	I would try to be included in the supervisee's other educational experiences. [[INCLUSION]]	1	2	3	4
11.	I would let the supervisee take the lead in supervision sessions. [[CONTROL]]	1	2	3	4

		SA	A	D	SD
12.	My relationship with the supervisee would be strictly professional. [[AFFECTION]]	1	2	3	4
13.	I would invite the supervisee to participate in some of my own professional activities. [[INCLUSION]]	1	2	3	4
14.	I would let the supervisee influence strongly my view of the conceptualization of the counseling case and the selection of counseling strategies to be used. [[CONTROL]]	1	2	3	4
15.	I would take charge of evaluating the success of the supervisee's on-going counseling. [[CONTROL]]	1	2	3	4
16.	I would like the supervisee to invite me to join in his/her professional activities. [[INCLUSION]]	1	2	3	4
17.	I would initiate informal contacts with the supervisee. [[INCLUSION]]	1	2	3	4
18.	I would like my supervisee to act in a friendly manner toward me. [[AFFECTION]]	1	2	3	4

Part II - Focus of the Supervision

DIRECTIONS: In this section of the questionnaire, please indicate (using the same four-point rating scale) the level of your agreement with each of the following statements. These statements concern issues that you might or might not be likely to address during a supervision session with the individual described in the written vignette you have just read.

I WOULD EMPHASIZE DURING MY SUPERVISORY SESSIONS WITH THIS SUPERVISEE:

		SA	A	D	SD
19.	The supervisee's communication of sincerity, genuineness, respect and positive regard for the client. [[PROCESS]]	1	2	3	4
20.	The supervisee's ability to conceptualize a client accurately within a theoretical frame of reference. [[CONCEPTUALIZATION]]	1	2	3	4
21.	The supervisee's ability to prioritize client problems. [[CONCEPTUALIZATION]]	1	2	3	4

I WOULD EMPHASIZE DURING MY SUPERVISORY SESSIONS WITH THIS SUPERVISEE:

		SA	A	D	SD
22.	The supervisee's recognition and admission of possible "power struggles" with a client. [[PROCESS]]	1	2	3	4
23.	The supervisee's awareness of personal needs for approval from the client. [[PERSONALIZATION]]	1	2	3	4
24.	The identification of general themes within the client's on-going presentations. [[CONCEPTUALIZATION]]	1	2	3	4
25.	The use of open-ended questions to allow the maximum freedom of expression for the client. [[PROCESS]]	1	2	3	4
26.	The identification and management of personal feelings that are generated in counseling. [[PERSONALIZATION]]	1	2	3	4
27.	An understanding of techniques compatible and consistent with the supervisee's stated theoretical model. [[CONCEPTUALIZATION]]	1	2	3	4
28.	Awareness of how attraction to the client can affect the counseling process. [[PERSONALIZATION]]	1	2	3	4
29.	Appropriate methods to confront a client. [[PROCESS]]	1	2	3	4
30.	The willingness and ability to risk oneself in the process of counseling a client. [[PERSONALIZATION]]	1	2	3	4
31.	Interpretation of client behaviors within a coherent theoretical framework. [[CONCEPTUALIZATION]]	1	2	3	4
32.	The ability to tolerate ambiguity in the counseling sessions. [[PERSONALIZATION]]	1	2	3	4
33.	The supervisee's response to client nonverbal behavior. [[PROCESS]]	1	2	3	4
34.	Appropriate reflection of feeling within a client session. [[PROCESS]]	1	2	3	4
35.	Preparation for client termination. [[PROCESS]]	1	2	3	4
36.	The supervisee's commitment to personal growth and self-knowledge. [[PERSONALIZATION]]	1	2	3	4

I WOULD EMPHASIZE DURING MY SUPERVISORY SESSIONS WITH THIS SUPERVISEE:

		SA	A	D	SD
37.	**The ability of the supervisee to predict the effects on a client of the techniques applied to counseling.** [[CONCEPTUALIZATION]]	1	2	3	4
38.	**The awareness of the client's potential for successful counseling progress.** [[CONCEPTUALIZATION]]	1	2	3	4
39.	**The ability to keep supervisee personal problems out of the counseling session.** [[PERSONALIZATION]]	1	2	3	4

Part III - Supervisor Style

DIRECTIONS: In this section, please indicate, again using the same four-point scale, the extent of your agreement with each of the following statements relating to your potential actions toward or direction of the supervisee described in the vignette you have read.

		SA	A	D	SD
40.	I would refer the supervisee to appropriate readings from counseling/psychotherapy texts. [[TEACHING]]	1	2	3	4
41.	I would want to establish mutually-determined goals for the content of each supervisory session. [[CONSULTATION]]	1	2	3	4
42.	I would devote considerable attention to the supervisee's feelings about this client case. [[COUNSELING]]	1	2	3	4
43.	I would answer the supervisee's questions about the client sessions as directly and as clearly as possible. [[CONSULTATION]]	1	2	3	4
44.	I would give supervisee examples of possible ways to handle client concerns. [[TEACHING]]	1	2	3	4
45.	I would focus on the counselor's interpersonal dynamics as illustrated in the relationship with this client. [[COUNSELING]]	1	2	3	4
46.	I would remain flexible during this supervision to give advice and direct feedback or to explore personal issues. [[CONSULTATION]]	1	2	3	4
47.	I would suggest we role-play the counseling interaction that the supervisee has described. [[TEACHING]]	1	2	3	4

		SA	A	D	SD
48.	I would use empathy as an important supervisory tool. [[COUNSELING]]	1	2	3	4
49.	I would brainstorm with this supervisee concerning possible conceptualizations of the client's concern. [[CONSULTATION]]	1	2	3	4
50.	I would encourage the supervisee to ask questions about whatever information I conveyed during the supervision session. [[TEACHING]]	1	2	3	4
51.	I would direct attention to the supervisee's relationship with me and would try to draw parallels between our relationship and the client/counselor relationship. [[COUNSELING]]	1	2	3	4
52.	I would encourage the supervisee to speak about his/her past history and learning experiences. [[COUNSELING]]	1	2	3	4
53.	I would treat supervision relatively informally, much like a discussion between two colleagues. [[CONSULTATION]]	1	2	3	4
54.	I would give examples from both readings and from my own experience to illustrate the points I wish the supervisee to remember. [[TEACHING]]	1	2	3	4
55.	I would listen to the audiotape of the counseling session and, on occasion, I would offer my reactions and feedback. [[TEACHING]]	1	2	3	4
56.	I would be certain to mention at least several reactions/ideas/suggestions regarding what might be done in the next counseling session. [[TEACHING]]	1	2	3	4
57.	I would behave in much the same manner with this supervisee as I behave with most of my clients. [[COUNSELING]]	1	2	3	4
58.	I would use self-disclosure of my own client cases and my own emotional reactions with clients. [[CONSULTATION]]	1	2	3	4
59.	I would attempt to aid this counselor to feel more adequate during subsequent counseling contacts. [[COUNSELING]]	1	2	3	4
60.	I would allow the supervisee to reject or accept my feedback; the supervisee would be allowed to choose how/if my ideas might be implemented with the client. [[CONSULTATION]]	1	2	3	4